

Carnwath Primary School & Nursery Class

Standards and Quality Report 21/22

Context of the school:

Our School: Carnwath Primary School and Nursery Class is situated in the village of Carnwath. The school has a current roll of 122 with 33 nursery children. There are currently 6 classes and a nursery class in the school. The local area is a mixture of social and privately owned housing. Access to transport and facilities is limited.

We moved into our new school building in April 2015. It provides a fantastic, purpose-built environment for the children to learn in. The outdoor area continues to be developed in order to provide a range of learning opportunities for our children as well as areas for them to relax and have fun in.

Currently 19% of our children are entitled to Free School Meals and 28% of children live in SIMD 1&2. However, we are aware that these indicators are not definitive when identifying children who are living in poverty or families who are struggling.

Nurture is currently an important focus within the school and there are currently 2 Nurture Groups for identified children that meet once a week as well as all staff actively incorporating the principles of nurture into the daily practice. We are currently awaiting assessment for our official 'Nurturing Schools' award.

Our nursery currently offers 1140 hours to all children between the hours of 9am and 3pm. Our last Care Inspectorate visit in November 2019 rated the nursery as 'very good' in the quality of care and support and 'good' in the quality of management and leadership.

Carnwath Primary School Vision, Values and Aims:

During the 2021-2022 session, the pupil council led a consultation to identify new values for the school. All stakeholders were consulted and our refreshed values are:

- Safe
- Respect
- Happy
- Friendship

Our motto is closely linked to the local community and is displayed on our badge:

- I dare

With the full statement being:

- I dare to challenge myself to be the best I can be

We are currently beginning a consultation process in order to devise a vision statement that clearly states exactly what we stand for – this will incorporate input from all stakeholders.

Our aims are currently:

Working as a team and with our community we aim to:

- create an ethos that promotes an inclusive environment
- encourage children to reach their full potential through opportunities and challenge
- equip children with the skills for learning, life and work
- develop a positive mindset that embeds resilience, respect and citizenship

To promote happy, confident individual

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning

<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> School Improvement Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 1.3 2.2 Curriculum</p>
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Strategy

What did we set out to do?

1. Continue to develop the use of ICT in all curricular areas
2. Continue to develop the use of Talk 4 Writing throughout the school
3. Develop the use of relevant data to inform teaching and learning

Progress and Impact

What difference did we see? What did we achieve?

1.
 - All children had access to either a computer or a chromebook throughout the school day and utilised these in almost all areas of the curriculum.
 - All teaching and support staff did training on Read&Write and this was introduced as a support for a few children
 - P6&P7 children worked with P2&P3 children to help them develop basic keyboard, word processing, research, and presentation skills. Children were motivated and excited to work with others of different ages.

2.
 - The two teachers leading this initiative attended courses and provided feedback and support to other members of staff
 - Throughout the school, every class did 2 blocks of fictional writing using Talk 4 Writing and the nursery did 1.
 - An overview of Talk 4 Writing was created to ensure progression, breadth and depth whilst using the approach throughout the school.
 - The teachers will attend the courses on non-fiction writing and this will be trialed throughout the school during the next session.
 - Almost all children’s quality of work improved when using the Talk 4 Writing approach

- Attainment for writing is currently 82% throughout the school which is 9% higher than the SLC average.

3.

- Teaching staff and nursery staff had regular meetings with the head teacher to discuss data available and use this to inform planning and interventions.
- The school tracking and monitoring system was extended to allow more regular updates for literacy, numeracy and HWB.
- Assessments used were evaluated and updated – this process will continue.
- The staged intervention process was reintroduced, and ASPs were produced for identified children
- This allowed relevant interventions to be identified and progress as a result of these closely monitored.
- All children who received intervention made progress appropriate to their ability. This progress has been recorded and will be built upon next session.
- Reading and phonics interventions had a positive impact with children making progress and getting closer to their chronological age in assessments – with continued support, these children will be back on track within the next 2 years. We also have 18 children throughout the school exceeding expectations in reading as the result of extra challenge provided in the classroom.

Next Step(s) to inform SIP for 2022/2023:

- All children are comfortable using technology in a variety of curricular areas however, digital technology is still an area for development and a comprehensive programme will be developed next year to ensure this is being taught effectively at all levels. These are essential skills for learning, life and work.
- We will continue to embed Talk 4 Writing into the curriculum and into teaching practice in all classes.
- Teachers will continue to use the Tracking and Monitoring system as a tool to inform planning and high-quality teaching, learning and assessment.
- Assessment will be a focus and a consistent approach developed. This will include children setting their own targets and taking an active role in the assessment of their progress and achievements.

School priority 2: Promote the positive health and well-being of children and young people, parents/carers and staff

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
School Improvement

HGIOS?4 QIs (select from drop down menus)
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement

Strategy

What did we set out to do?

1. Work towards our Nurturing Schools Award
2. Develop the use of restorative practice throughout the school
3. Continue with our resilience programme

Progress and Impact

What difference did we see? What did we achieve?

1.
 - A variety of nurture groups were run throughout the year. The tightening of Covid regulations through the winter meant classes were not mixing however, there were at least 2 groups running every week for almost all of the school session.
 - The staff spent time becoming more familiar with the online Boxhall Profiles and analysing the results to inform classroom practice.
 - This work helped to ensure the nurture principles were adhered to in every class and personalised support was given to children who required it.
 - Every child in the school has an emotional check-in every morning. This is followed up by the teacher, if required.
 - The application for our 'Nurturing Schools Award' was submitted in June 2022
 - At the end of year consultations, almost all children in the school reported feeling safe, that they were treated fairly, and that they were looked after and cared for whilst in school.
 - Almost all children in nursery reported feeling safe. All nursery children felt cared for, happy and were confident they had friends in nursery.
 - All parents who completed the annual consultation either strongly agreed or agreed that their children were felt safe, was treated fairly, and was known and supported as an individual.
2.
 - At the beginning of the session the behaviour policy was updated to make the expectations and consequences clearer
 - Restorative practice was used throughout the year – this was often in class and led by the class teacher. However, when it was escalated to management, clear records of conversations were kept, and follow-ups took place to ensure situations had improved. If deemed necessary, parents were informed of these conversations. On one occasion where it was clear the situation had not improved; parents were invited in to support the process and this led to a positive outcome.
 - Behaviour records were kept by class teachers and shared with the head teacher each week. Any slight changes in behaviour were investigated and dealt with proactively to support the child to get back on track.

3.

- Another 3 units of the resilience programme were completed. As we returned to a fuller curriculum, there was less time available for these lessons in class. The delivery method was changed to all parts being a series of assemblies with each class completing 1 or 2 tasks per unit.
- This will continue into next session.

Next Step(s) to inform SIP for 2022/2023:

- Complete the Nurturing Schools assessment
- Continue to develop and enhance our nurturing approach
- Research and introduce a play-based approach in some classes and measure and evaluate this has on literacy, numeracy, engagement and social skills.
- Continue to use restorative practice approaches and the resilience programme.

School priority 3: Planning for Equity

NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress

School Improvement

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

Strategy

What did we set out to do?

1. Use PEF funding to allow for additional teaching time for interventions
2. Following consultation with parents and pupils, the PB was allocated to funding trips and clubs for pupils
3. Through consultation, Cost of the School Day position statement to be updated and shared.

Progress and Impact

What difference did we see? What did we achieve?

1.

- Our PEF teacher was trained to deliver the Numicon intervention programme and 4 children received this 1-2-1 support
- She also oversaw the use of the 5minute box for identified children in P1, P2 and P3. This was delivered by either the teacher, or a trained member of the support staff. All children who received this intervention made significant improvements with their phonic awareness and CVC & CCVC words.
- The PEF teacher also provided significant support to children who required 1-2-1 support. This resulted in positive relationships being developed and coping strategies were taught.
- During the winter months, when covid cases were high, there were a variety of staffing issues. Therefore, support in these months was less consistent.

2.

- As restrictions were lifted and we could have classes mixing, a wide variety of clubs were made available to pupils. These included: football, rugby, netball, cross country, dance, gardening and nurture.
- All children were offered at least 2 clubs
- All clubs offered were free of charge with resources and the cost of a coach/teacher being funded by the school – either through PEF, the school fund or grants received.
- Transport solutions were offered to children who live out with walking distance so they could attend after school clubs.
- Identified children all made good progress as a result of the interventions and support in place.
- All P7s attended a residential trip Wiston Lodge.
- P6 and P7 attended a course of swimming lessons – the cost of this was subsidised using PEF Funding

3.

- The Cost of the School Day position statement has been updated and shared with all stakeholders

Next Step(s) to inform SIP for 2022/2023:

- To raise staff awareness of the impact of poverty on children and families
- To evaluate our Cost of the School Day position statement and the practices we currently have in place to support families with this.
- To identify next steps in our bid to support children and families and ensure poverty is not a barrier to learning
- To ensure all children are afforded equal opportunity to participate in any event designed to enhance their primary and nursery experience.

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

As with all schools, the focus for Carnwath Primary and Nursery has been on recovery following the school closures and lockdowns due to the Covid-19 pandemic. The main aim for session 2021-2022 was to support all children whilst they settled back into the routine of school and completed a full academic year of face-to-face learning. It was important that children's progress was closely monitored and judgements on where they were in relation to their learning were as accurate as possible in order to allow relevant and efficient interventions to be introduced in a timely manner.

The work the school had already completed towards becoming a recognised Nurturing School was invaluable as we took tentative steps towards a 'normal' life. This provided support to children whose experiences had been less than positive during lockdown and allowed us to provide support and nurture as children evaluated and processed a wide range of experiences.

Children had missed out on nearly 2 years of normal socialisation, and this was evident in the way they interacted both in class and in the playground and whilst there were relevant interventions for literacy and numeracy, a huge focus on health and well-being was also required.

Carnwath is a rural community with relatively poor transport links and a lack of variety in employment opportunities. Lockdown rules would have heightened the detrimental effects of the rural setting. However, there is a strong sense of community within the village and an active Community Council that has done a lot to support the community throughout the lockdown and the recovery period so far.

With a new head teacher in post, it seemed a fortuitous opportunity to re-group and re-establish many of the excellent practices that routinely enhanced the school day before Covid-19 restrictions were required.

With all of this in mind, our achievements for the year include:

- Completing the huge amount of work involved to allow us to apply for our Nurturing Schools Award.
- Reintroducing the staged intervention process to ensure all children are being appropriately supported, that interventions are relevant, and that progress is closely monitored.
- Regular evaluation of the staged intervention paperwork and ASP targets whilst ensuring parents/carers are fully informed of the content and have opportunity to contribute.
- Improving our use of assessment data to inform planning and practice.
- The development of a Quality Assurance Calendar for school and nursery to ensure high quality teaching and learning, progression and consistency throughout the school.
- A school-wide focus on Talk 4 Writing to improve attainment and motivation in writing.
- Clear focus on expectations for in the classroom, the playground, the corridors, and the lunch hall to ensure a shared understanding.
- Forward planning paperwork was overhauled to ensure it was relevant and useful whilst also providing evidence of progression, breadth and depth. (This will continue to be evaluated)

- Revisiting and updating the school values to reflect our community.
- Re-establishing an active pupil council and the role of the school captains to improve pupil voice.

Progress and Impact

What difference did we see? What did we achieve?

- Our application for our Nurturing Schools award has been submitted and will be processed early in the new session.
- There is evidence that children are appropriately supported emotionally and, in their learning, and that this is regularly assessed and evaluated.
- Progress achieved as a result of interventions is monitored and celebrated.
- Parents are visiting the school more often – however, we will build on this next session.
- We are beginning to develop shared expectations and understanding for high quality teaching and learning throughout the school.
- We will continue to develop the use of Talk4 Writing throughout the school whilst monitoring attainment and motivation in writing. Attainment in writing is currently 82% throughout the school.
- We have established high expectations for behaviour and effort throughout the school and will continue to actively encourage this.
- Teacher workload and realistic expectations are a priority, and we will ensure that processes are efficient both in time and practice.
- By updating the values and re-establishing pupil voice, we have begun the task of re-connecting with the children and letting them re-connect with each other. We are rebuilding our community ensuring everyone feels they are valued, cared for and listened to.

Next Step(s) to inform SIP for 2022/2023:

- Our main priority here will be reconnecting with parents and the Carnwath community.
- The annual consultations revealed that parents would like to be better informed about what their child is learning and how they are progressing. We will devise regular opportunities for parents to visit the school and the classrooms to allow for this. We will also encourage parents to volunteer within the school to support learning and extra-curricular activities.
- We will develop links with the local community that will provide reciprocal benefits; we will do all we can to enhance the community whilst enhancing the experiences for children. Links with local businesses will provide opportunity for the development of skills for learning, life, and work.

Responsible
Citizens



Successful
Learners



Effective Contributors



Confident Individuals



Parental
Involvement



Our values



Carmwath Primary School (8546223)

	SIC	SIC	SIC	SIC	SIC	SIC	Net	Net	Net	Net	Net
	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22	2015/16	2016/17	2017/18	2018/19	2020/21
Reading	75.94	80.10	80.28	78.60	77.75	79.2	76.00	78.00	79.10	79.77	75.20
Writing	69.76	75.56	74.79	74.89	72.80	73.6	71.00	72.00	74.30	75.08	69.82
Listening & Talking	82.09	85.91	85.75	85.45	84.74	85.9	81.00	83.00	91.20	85.93	82.74
Numeracy	74.18	78.27	78.86	80.99	77.89	79.1	75.00	76.00	76.40	79.07	74.69

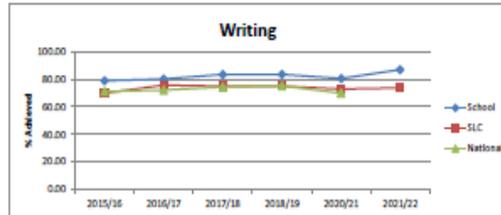
Reading

Year	Establishment		
	School	SIC	National
2015/16	84.85	75.94	76.00
2016/17	87.27	80.10	76.00
2017/18	87.04	80.28	79.10
2018/19	87.88	78.60	79.77
2020/21	78.30	77.75	75.20
2021/22	86.79	79.17	



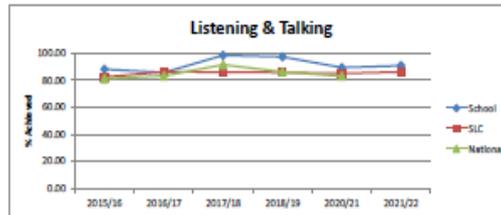
Writing

Year	Establishment		
	School	SIC	National
2015/16	78.79	69.76	71.00
2016/17	80.00	75.56	72.00
2017/18	83.33	74.79	74.30
2018/19	83.33	74.89	75.08
2020/21	80.40	72.80	69.82
2021/22	86.79	73.60	



Listening & Talking

Year	Establishment		
	School	SIC	National
2015/16	87.88	82.09	81.00
2016/17	85.45	85.91	83.00
2017/18	96.15	85.75	91.20
2018/19	96.97	85.45	85.93
2020/21	89.10	84.74	82.74
2021/22	90.57	85.9	



Numeracy

Year	Establishment		
	School	SIC	National
2015/16	75.76	74.18	75.00
2016/17	80.00	78.27	76.00
2017/18	83.33	78.86	78.40
2018/19	83.33	80.99	79.07
2020/21	76.10	77.89	74.69
2021/22	86.79	79.1	

